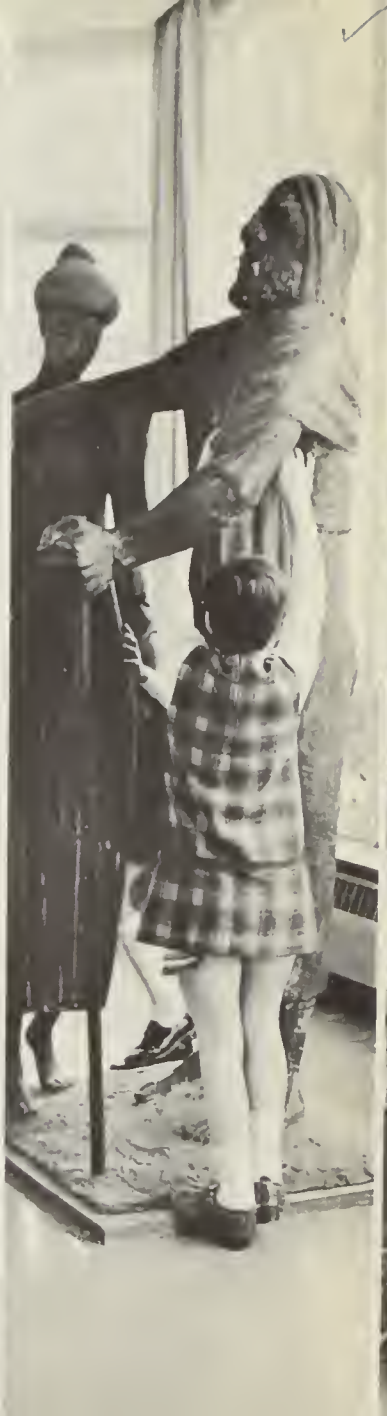


Western Pennsylvania School for Blind Children

Annual Report 1974

2009 241 503

President's Comments

At this time of year it has been our tradition to pause for a short time to look back over the past year's accomplishments and look forward with confidence as we chart future goals. It is also an ideal moment to consider the present dimensions of our organization and how each of us can serve more meaningfully.

With our student body growing ever more diverse and complex as increasing numbers of multiply handicapped blind children enter our School, and with accelerating changes occurring in society as a whole and particularly within the field of education, a year without change would be one of regression. I am sure you will agree, as we share the highlights with you, that the Western Pennsylvania School for Blind Children faced the challenge of change during the past year and made progress.

Uppermost of our concerns over the past few years has been the reorganization and development of programs to meet the needs of multiply handicapped blind children from western Pennsylvania. You will be pleased to hear that outstanding results are now evident in the progress made by these students with most of them being integrated into our regular classrooms. Completion of the new third-floor addition to the Early Education Building is scheduled for next fall, allowing us to extend our program to many other such children. And, in accordance with the emphasis on the need for early education for all handicapped youngsters, this facility will allow us to offer services to very young "normal" blind children being referred to us. Contributions received and pledged to date will fund a substantial portion of the cost of this much-needed addition and it is hoped that the balance will be secured during the coming months from additional gifts now being sought by your Board from other charitable granting organizations and individuals.

We are also hopeful that a new public campaign approach this fall and efforts to increase private gifts throughout the coming year will be met with success so that we can continue to ensure the dimensions of excellence in our program. The problems of maintaining a high quality education to a decreasing but more complex population continue to mount as costs and needs rise, but we are confident that both the State and the private sector, which has stood so solidly with us over the past 87 years, will assist us in meeting this challenge.

In an effort to establish more adequate State operating support our School, along with three other State chartered special schools for the blind and deaf in Pennsylvania, has collaborated this past year to establish a more effective partnership with the Commonwealth and to secure additional financial assistance from the Legislature. A joint proposal has recently been submitted to the Secretary of Education, John C. Pittenger, and it is our sincere hope that a plan of financing acceptable to both groups will soon be developed and approved so that the necessary legislation can become effective by the beginning of our fiscal year in 1975.

The existing formal organizational structure of the School was established in 1889 and, although slightly modified in 1936 and amended in subsequent years to allow for minor changes, the Board has concluded that it is inappropriate for our present needs. Your Directors asked a special committee to evaluate the structure, function and membership of the School in an effort to prepare for the inevitable changes and challenges to be met in the future. This committee recommended and the Board unanimously approved that the By-Laws be revised in their entirety at this Annual Meeting. We believe that the revised structure will modernize the management of the School and will more nearly reflect the kind of corporate structure which is required

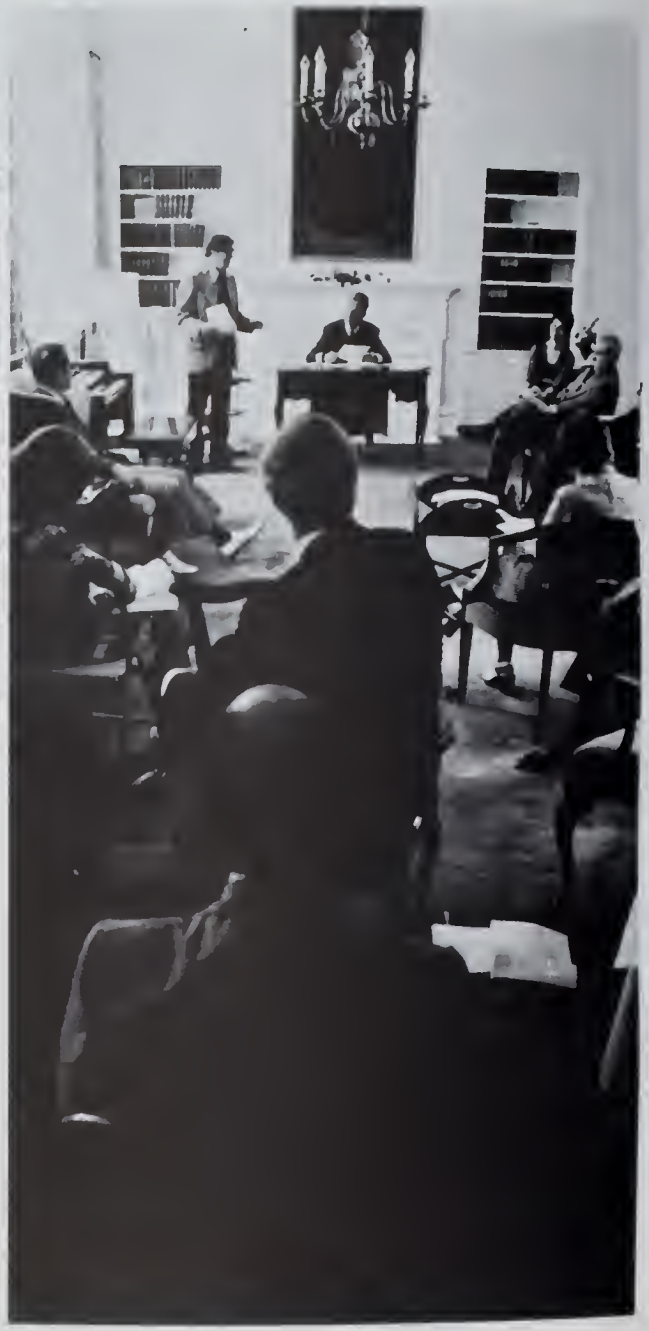
Members of the Long Range Planning and Development, Finance, Building and Grounds, Decorating and Public Relations Committees have been most active during the year. We depend increasingly upon the committees of the Board for day-to-day liaison with staff members of the School and we are extremely grateful for the valuable service all committee members have rendered.

I thank my fellow members of the Board of Directors for their splendid cooperation throughout the year. Their personal involvement and valuable assistance has done much to guide and support the excellent work being done by Dr. Kloss and his staff. Our Board also extends gratitude to the staff for their great efforts in responding positively to the many challenges and heartiest congratulations on the completion of another year of high quality, dedicated service.

Respectfully submitted,

Peter Denby

Peter Denby
President, Board of Directors



Officers and Directors 1973-74

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Executive Committee
Peter Denby, Chairman
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Mrs. Thomas P. Eddy
John G. Johnson
Dr. D. D. Lessenberry
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Frank Brooks Robinson
Howard G. Womsley

Salary Committee
Howard G. Womsley, Chairman
Marcus Aaron II
J. Mabon Childs
F. H. Donner
Ezekiel S. Ketchum

Directors Whose Terms Expire In 1975
Paul G. Benedum
J. Mabon Childs
Mrs. Thomas P. Eddy
John G. Johnson
Ezekiel S. Ketchum
Richard H. Semple
Mrs. James M. Walton

Directors Whose Terms Expire In 1976
George N. Beckwith
Peter Denby
F. H. Donner
Wilfrid Murtland
Frank Brooks Robinson

Directors Whose Terms Expire In 1977
Marcus Aaron II
D. D. Lessenberry
Putnam B. McDowell
Howard G. Womsley

Board of Corporators 1973-74

James S. Beckwith III
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Mrs. F. G. Blackburn
Mrs. James M. Bovard
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Charles L. Snowdon, Jr.
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Mrs. C. Zook Sutton
Harold F. Thomas
James M. Walton
Mrs. William K. Whiteford
William H. Woodwell
Arthur P. Woolfolk

*Deceased

Superintendent's Report

"Let each become all that he was created capable of being."

– Thomas Carlyle

The Western Pennsylvania School for Blind Children must help students discover and then develop their complete capabilities. Our purpose is to provide opportunities for our youngsters to attain their fullest potentials in life.

During the past year this quest resulted in expanding and redesigning our curricula, providing more opportunities for individualized instruction, broadening our programs geared to practical life-needs requirements, encouraging our children to learn to know themselves and others and stimulating them to learn for the joy of learning.

There will be more.

Our students are handicapped; each is endowed, however, with abilities. Through highly specialized educational assessment programs we can discover these many times hidden capabilities.

"The whole art of teaching is only the art of awakening the natural curiosity of young minds."

– Anatole France

In our continuing efforts to keep up with changes in tune with modern educational thinking, we are placing more emphasis on learning as opposed to teaching. Teaching attempts to impart knowledge. It is a useful and successful approach in some academic subjects, and we will continue to employ it in these areas.

Unfortunately, however, and particularly with the handicapped, the teaching approach in many areas of development may unintentionally and undesirably promote passive acceptance of thoughts and ideas, non-involvement, and dependence on adults in the learning environment. In our opinion that is not the acceptable end result.

The learning approach, on the other hand, intentionally and very desirably provides the student with the opportunity to learn how to gain knowledge and comprehension through involvement, experience and self-motivated study. Its aim is to improve learning by stimulating student interest and increasing individual responsibility. Students are encouraged to be conscious of how our many and diverse learning resources are employed in helping them to learn. They get a sense of adequacy through successful learning accomplishments. The teaching approach then finds a better, more alert, more responsive audience: an audience that wants and knows how to learn.

During the past year students were not bound to rigidly prescribed schedules for long time periods and were vitally involved in developing and adjusting their daily schedules. With staff guidance and assistance, students made decisions on their studies—what, how long, at what depth, when and why. In a cooperative manner, changes were made in "solid" and "elective" subjects at any time, providing the student, the teacher and the educational director agreed the change would optimize the student's learning opportunity.

An example of this modern concept was seen in our re-designed social studies curriculum. Students selected four of the program's nine units for study. Rather than teaching history chronologically, we focused on learning concepts. Student failures were minimal. Enthusiasm for this subject increased appreciably, indicating this "freedom-within-limits" structure is desired by both students and teachers.

We also reorganized our Intermediate Level Department (Grades 4, 5 and 6) to enhance teaching-learning opportunities and to expose pupils to a welcomed variety of educational patterns. Formerly, each grade level teacher taught all of the academic subjects to the students in a particular grade. With the reorganization, each teacher handles the two subjects in which he or she is most skilled and specially trained for all three grades. This provides the students with relief from rigid routines and offers a variety of students to the teacher's work day.

High School students had many opportunities for involvement in schedule design. Our nine-week mini-course system was expanded to include introduction to psychology, poetry workshop, folk music, sign language, Bill of Rights, abacus and pencil writing. Students could enroll in any of these courses based on their own interests and needs.

All of our youngsters were encouraged to question decisions made by adults. This growth process is not easy for either students or staff. Students, however, are showing signs of responsible action. They are eagerly participating in course development and aggressively evaluating their own achievements.

We intensified our eating skills and personal grooming lessons by separating these all-important skills from the Techniques of Daily Living course. Senior students in eating skills classes became customers of both nearby and more distant cafeterias and restaurants to learn to solve problems the blind encounter in restaurants. Personal grooming students shopped for the latest fashions in local shops and boutiques.

Students in grades five through ten had an evening creative dramatics program available to them. In this "elective," students expressed their inward feelings through physical movement. A secondary effect was seen in improved coordination in body movement.

"No man is an island, entire of itself."

—John Donne

Although much emphasis has been given to individual student and personalized learning opportunities, it is not to say that our children are being isolated in "loner" learning situations.

Very contrary, we encourage peer involvement. Peers are a most valuable learning resource as our classroom programs demonstrate daily.

We also value most highly our students' involvements with sighted contemporaries. Fourth graders studied language and mathematics with sighted pupils at A. Leo Weil School and youngsters from that public school participated in our classes in the same subjects. Our fifth graders were part of the open classroom approach at Liberty School where they studied language arts. And, 15 different subjects, from woodworking and Afro-American history to Optacon and geometry, were studied at Schenley High School by 14 of our senior high students.

The involvement with sighted peers has not been restricted to school-type activities. Our Concert Band and Choir combined with the Quaker Valley School's band and chorus in an all-day event to give our youngsters the thrill of being part of a large band and chorus sound as well as the all-important social experiences. It is also most encouraging to see so many sighted high school and college students volunteering their services in satisfyingly large numbers. They are a vital link to the sighted world. The cloistered days, if they ever existed for blind children, are gone. There are no bounds to the schoolyard.

In addition to the usual swimming, track and field, bowling and wrestling teams competing with sighted peers, our students added new "firsts" to their long list of recreational activities. Perhaps the most thrilling event was an all-day field trip to The Meadows for our seniors. Preceding the event, the students were given a mini-course via tapes, brailled books and lectures on harness racing. Then, as guests of Mr. and Mrs. Edward Ryan, our youngsters had a real behind-the-scenes tour of The Meadows including a tour of the stables, blacksmith shop and spa, and the experience of actually driving the sulkies around the track.

Miserable weather did not dampen the spirits of 19 of our students who decided on their own to participate in the annual March of Dimes Walkathon last March. They ignored the rain, wind, cold and blisters to raise money for the fight against birth defects with 15 youngsters walking the entire 20 miles. Honorary Chainman Jack Bogut personally accepted their check for over five hundred dollars and presented the "Battered Boot" award to them for their demonstration of strength and determination.

"For the things we have to learn before we can do them, we learn by doing them."

—Aristotle

This year we provided a variety of on-the-job learning experiences geared to practical life-needs requirements. Students in grades four through 12 worked as kitchen aides, waitresses and waiters in our student dining room. They also learned plant care in the greenhouse and around the school grounds, and worked in the snack bar. Others served as transcribers and clerks in the accounting and educational director's offices.

In a pilot program at Shadyside Hospital this past year, five of our teenagers proved that blind students can serve as valuable volunteers in a hospital. They operated copying machines, copied patients' and doctors' reports, transcribed patient discharge records and prepared surgical kits and other supplies. Our teenagers continually amazed the sighted personnel around them in this program.

This year 36 students spent nearly 2,000 hours aiding teachers

and students, tutoring individual pupils in card playing, reading braille, transcribing auditory material into braille, playing the piano for classroom singing, escorting students to class, helping younger children to dress and assisting in many, many other ways. Some of our teenagers gained work experience at the Pennsylvania Association for the Blind, while still others gained experience in production, sales, finance, record keeping and business management through the local Junior Achievement organization.

For those students who, because of multiple disabilities, need help to function successfully in a home environment, job experiences were provided that emphasized skills applicable in the family environment.

"Nothing endures but change."

—Heraclitus

In our two previous reports we spoke extensively of change . . . change in the world, change in our student body, change in our School.

Change continues.

All educational approaches and practices are undergoing rapid and fundamental changes. This, and the challenges brought about by changes in our student population, which is growing ever more diverse and complex, have resulted in deep self-studies. Over the past few years we have been re-examining our priorities, re-evaluating our philosophy and translating our thinking into action.

Curriculum development is a major avenue for implementing change and much effort and time has been spent by our staff in modifying our curricular structure to include the successful teaching methods of the past and to de-

velop new programs for present and future needs. This also has been a vital part of our in-service training program for staff members—enabling them to work more effectively, to attune their teaching to meet the needs of our changing population and to add to their repertoire of teaching skills promising new educational approaches and the most recent insights from psychology.

One of the most significant changes of the past few years is the development of a program to meet the needs of the very young blind child. To stimulate effectively the growth and development of children, we now realize that it is vital to provide appropriate services as soon as a child is medically diagnosed as deviating from the normal. We are now providing special educationally oriented services from infancy on to youngsters ranging from above average, visually handicapped to severely multiply handicapped.

The progress made by the two and three-year-olds in our daily toddler program is an excellent example of the positive results of this stimulation, early intervention and parental guidance. It also points out the critical need for the expansion of programs in order to reach all visually handicapped youngsters at young stages before they are further handi capped by parental negative feelings, fears and misunderstandings. It has been demonstrated that the earlier parents can be encouraged to provide maximal nurture, stimulation and opportunity for growth, the more hopeful are the child's chances of attaining normal development.

Very young preschoolers and their parents who live beyond a hundred mile radius of Pittsburgh were seen on a weekly or monthly basis. They received much needed guidance and suggestions. We are also acting as a resource center by providing services to young visually handicapped children enrolled in other programs in western Pennsylvania.

Even though our much needed Evaluation and Developmental Center is only under construction, evaluation and intervention programs envisioned for the space were developed. Previously a medical diagnosis and a battery of psychological tests determined a child's educational future. We are now evaluating children over an extended period of time to collect data for immediate and future placement. Some of the children seen in the Center will be integrated into our classrooms, some will be referred to other private or public schools or institutions depending upon their individual abilities and disabilities.

We are at the same time sharing our experiences and knowledge by providing training in the form of workshops for other agencies and staff members of the State schools and hospitals.

With the opening of our Center on the third floor of the Early Education Building during the 1974-75 school year, we will be able to provide early educational assessments and learning opportunities for 20 to 25 part time very young preschoolers. It will also allow us to accommodate in a residential setting additional severely multiply handicapped children of school age. These children have conditions such as mental retardation, brain damage, childhood psychosis, rubella syndrome, spina bifida, cerebral palsy and arrested hydrocephalus.

As recently as five years ago multiply handicapped, visually impaired youngsters would have been destined to institutions for some form of custodial care. We can try to prevent that today. While these youngsters are highly

complicated, they are responding to learning opportunities. When first seen most of these youngsters are non-verbal or have inappropriate speech, are withdrawn or hyperactive. After several years of intensive work on a one-to-one basis we have seen some remarkable responses to our highly specialized and individualized services.

We cannot expect our children to develop fully unless the education they receive takes into account their broad spectrum of abilities and disabilities. Throughout the Early Education Building students were divided into groups according to their developmental levels and staff members worked diligently toward the concept of nongradedness—recognizing that each child is different and therefore different treatments are needed to maximize each individual's potential. Each child learned at his own pace and within the boundaries of his own capabilities. This restructuring also allowed for integration of our multiply handicapped children into regular classrooms.

Members of the Early Education staff worked diligently at expanding guidance opportunities for parents, strengthening parent relationships and providing coordination and a more consistent approach between home and school.

This took many forms. Parents and foster parents of children in the various Early Education programs attended monthly and weekly meetings in addition to

the regular PTO meetings. They participated in writing newsletters, volunteered as escorts for field trips and even performed clerical duties. A Monday morning parent discussion group led by a mental health consultant was most successful and individual parent conferences were arranged frequently. Parents of our part-time, deaf-blind children received weekly guidance and those of our residential deaf-blind children observed classes, learned their child's new manual communication signs and submitted task sheets on a weekly basis.

To help all children learn to know and live with themselves and others we began a Human Development program in our special classroom for children with complex learning and behavior problems. This past year we introduced this affective education program into the primary and kindergarten classrooms. The program encourages the children in a structured way to talk about their feelings, to find healthy ways of expressing their fears, anxieties and anger, and helps considerably in developing positive relationships with adults and peers. We were fortunate also in securing the services of Dr. William Marchl, a highly qualified child psychiatrist, to work with our children, parents and staff.

"If there is anything we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves."
—Carl Jung

Our increased emphasis on learning was not limited to the students themselves. Ours has been a staff learning experience, too, with most promising results.

Both professional and personal thinking were translated into action, our total staff became deeply involved in self studies with the goal of increasing efficiency in services for our children.

In studies of ourselves, weighted by the needs of our students, we learned how to improve and expand our communications with students of all ages and educational levels. We believe the future will see even better teacher student communications—a necessary ingredient in achieving our overall goals.

"To teach is to learn twice."

—Joseph Joubert

We cannot detail every change, result and accomplishment in this report. We would like to, but space limitations prevent it. It may be superfluous to say, but we are extremely proud of each bit of progress—large and small. We are equally, sincerely grateful.

We are thankful for our federally funded projects. These have enabled us to make magnificent strides in our Deaf-Blind, Child Development and Mobility Projects—three most valuable services provided at our School.

We are thankful for the funding provided by the Richard King Mellon Foundation, enabling us to establish an Optacon training program. The Optacon is a new learning device that permits a totally blind person to "read" ordinary printed matter immediately and independently through tactile impressions. With our permanent and fully equipped center, we are able to give our students who can profitably use the Optacon direct and independent access to a vehicle for reading all printed material. While it will never replace braille because it is relatively slow, the privacy and independence which the machine makes possible for our students and future graduates are invaluable. From an educational and vocational viewpoint the Optacon cuts down considerably on the need for braille transcription and reader services—and therefore becomes a great "independence" tool.

We are thankful for the business organizations, both in our neighborhood and elsewhere, that eagerly welcome our students on field trips. These businesses are tremendous learning resources and the experiences our students gain are so very important to total learning.

We are thankful for those who guide and support our work—our directors, corporators, volunteers and donors. Their unselfish service, dedicated backing and strong inspiration make the Western Pennsylvania School for Blind Children a continuing, growing community asset.

We are thankful for our staff—our teachers, aides, houseparents, child care workers, medical specialists, administrators, household, food, plant and business personnel. Their devotion, talent and energy brought our programs to reality.

This is a report on the 1973-74 school year—a year of progress, a year of accomplishment, a year of results.

There will be more.

Respectfully submitted,

Alton G. Kloss

Alton G. Kloss, Ed.D.
Superintendent

Health center

To provide for the maximum welfare of our students the school relies on comprehensive health services which buttress the efforts of our educational program. Because of the school's excellent location—in one of the largest university-hospital complexes in the United States—we are able to provide our children with the finest possible medical care.

This year nearly 1,000 clinic visits were made to the Developmental Clinic of Children's Hospital, Children's Speech, Endocrine, Tumor, Dental, Neurology, Dermatology and Orthopedic Clinics, the University of Pittsburgh's Dental Clinic, the Audiology Department and Pediatric Eye Clinic of Eye and Ear Hospital, Falk Clinic, the Pittsburgh Child Guidance Center and Western Psychiatric Hospital.

Some of the fine people who gave unselfishly of their time and energies to guard our children's health are those pictured here.

Dr. Richard W. Moriarty, staff physician at Children's Hospital, is the school's physician. He is responsible for the overall direction of the Health Center and is instrumental in establishing referral channels to the various community agencies when the situation of the student merits additional medical expertise. With the capable assistance of school nurses, he provides annual examinations, administers the Tuberculin Test and handles all accidents and illnesses.

For the past 27 years Dr. Donald L. Levine has served unselfishly as the school's dentist. He has given faithful care and attention to the dental needs of students through his weekly visits to the school's fully equipped dental clinic. Over the course of each year he examines all students and makes recommendations for corrective dentistry. Students with extensive dental problems are referred, with parental permission, to the Dental Clinic at the University of Pittsburgh's Dental School.

Because many of our students have multiple problems in addition to their visual handicap, they are in need of early, physiological assessments, psychological evaluations and ongoing, comprehensive medical attention. We are fortunate in having Dr. Grace Gregg, Director of the Developmental Clinic of Children's Hospital, to coordinate the diagnostic and medical services of the Clinic—insuring the finest possible care for our young students without duplication of services.

Seventeen of our students have speech problems requiring therapy. Mr. Larry Bloom of the Speech Department at Children's Hospital heads up a speech therapy program which makes every effort to improve the students' speaking ability.

Mr. Haskell Hollander, the school's psychiatric social worker, is known as a dear friend to all of the students. He serves as a vital link between the child, his family and the staff at the school by being available for counseling or just plain "talking" and acting in a neutral capacity with an open mind for the feelings of the student. When the situation merits additional attention, Mr. Hollander makes referrals to Dr. Ferson, the school psychologist.

Healthy emotional growth is of paramount importance for all of our students. We are fortunate in having the services of Dr. William H. Marchl, a Child and Adolescent Psychiatrist, as our consultant. Dr. Marchl visits our school on a weekly basis to evaluate children and provide counseling. His efforts significantly help insure the finest possible emotional milieu for our students. His fine sensitive approach and deep professional understanding have been of great assistance to students, parents and staff alike.

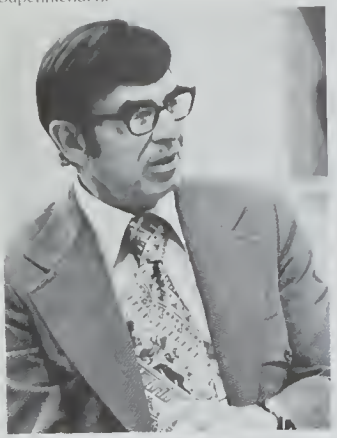
Dr David A Hiles, Chief of Ophthalmology at Children's Hospital and Director of the Pedi atric Ophthalmology Clinic of the University of Pittsburgh's School of Medicine, is the school's ophthalmologist. In an effort to save or improve the sight of those students with residual vision, examinations are given an nually. Some of our students are then referred to the Falk Low Vision Aid Clinic to explore the possibility of using refractive lenses

Dr. Mary Clark, Assistant Professor of Ortho pedic Surgery at Children's Hospital, evalu- ates all of the children with orthopedic prob lems who attend our school and directs our Physical Therapy Program. The therapists at Children's Hospital provide orthopedically handicapped students with sessions on a three days-per-week basis. In addition to giving prescription therapy, the therapists serve as consultants to our Mobility Department, work with students who have postural problems, and make recommendations to our Physical Education Department so that follow up exer- cises may be given in class

Since the ability to hear well is crucial for blind children for communicative and mobility purposes, the school, through Eye and Ear Hospital provides for complete audiologic services. Miss Laura Lumm, Head Audiologist of Eye and Ear Hospital is shown screening a student. If any student fails the initial screening, a referral for further testing is made

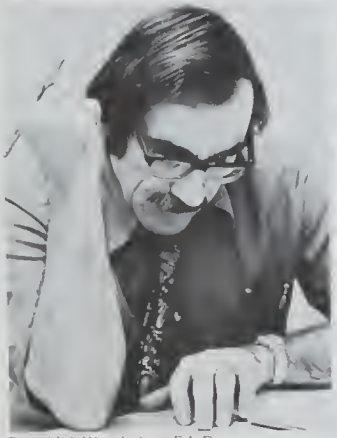
Administrative officers

Alton G. Kloss, Ed. D.
Superintendent



Regis F. Ferson, Ph.D.
Assistant Superintendent,
Administrator, Early Education Bldg.
and Psychologist

Robert K. Hughes, M.A.
Associate Administrator
and Director of Admissions



Donald J. Wonderling, Ed. D.
Educational Director Upper School

Janet Klineman, Ph.D
Educational Director, Early Education Bldg.

Staff

Teachers

John Alexsevich, B.S.
Deaf-Blind
Meryl Berk, M.Ed.
Evaluation Center
Geraldine Caputo, B.S.
Health, Girls' Physical Education
William F. Connelly
Piano Tuning
Karin Cook, M.Ed.
Mobility
Elizabeth R. DePiero, M.A.
Elementary Ungraded
Samuel J. DePiero, M.L.S.
Librarian, Modern
Physical Science
Dorothy M. DeStefano, B.S.
Piano, Choral, Guitar
Norma K. Duda, M.Ed.
Third Grade
Margaret Durcan, Litt.M.
English, Social Studies
Jane Erin, M.Ed.
First Grade
Margaret Esch, M.A.
Optacon
Anthony H. Evancic, M.S.
Languages, Mathematics
Regis F. Ferson, Ph.D.
Human Relations,
Vocational Guidance
Mary Lou Foster, B.S.
Business Education
Thomas E. Greaser, B.S.
Health, Boys' Physical Education
Biology, Wrestling
Walter Iacobucci, M.Mus. Ed.
Instruments, Band
Irene Jewett, B.S.
Second Grade
James Kolesar, B.S.
Electronics
Michael J. Kostie
Vending Stand Training,
Caning, Handcrafts
Raymond L. McClintock, M.A.
Mobility
Michael Malley, A.B.
English
Ramona M. Manning, B.S.
Nursery
Charles A. Nessler
Piano Tuning

Carol R. Nomsh, B.S.
Business Education, Personal
Grooming, Eating Skills
Dominick Novorolsky
Sheet Metal, Power Mechanics
John Okolowicz
Sheet Metal, Power Mechanics
Edward P. Ozimek, B.S.
High School Ungraded,
Social Studies
David Petrovay, M.Ed.
Intermediate Ungraded
Ann Polonus, M.Ed.
Fourth Grade
David Raizman, B.A.
Guitar
Hazel Rometo
Kindergarten
Joan Riggs, M.Mus. Ed.
Music Department Director,
Piano, Organ, Choral
Maureen Rustam, M.Ed.
Fifth Grade
Paul Sammartino, M.Ed. Equiv.
Woodwork, Household
Mechanics
Debra Schmidt, B.A.
Special Classroom
Janet Simon, M.Ed.
Seventh Grade, Science,
Spoken Communications
Audrey Smith, M.Ed.
Mobility, Visual Stimulation
Pearl Stevens, M.Ed.
Remedial Room
Joyce K. Teese, M.Ed.
Eighth Grade, Social Studies,
Handwriting
Marcella Vandenbord, M.Ed.
Sixth Grade
Patricia Vestal, B.S.
Food Preparation
Joseph Wassermann, M.Ed.
Mathematics, Sociology,
Social Studies
Ruth M. Watts, B.S.
Handcrafts, Sewing, Industrial Arts
Carol Wiegle, M.A.
Deaf-Blind, Speech Therapist

Teacher's Aides

Diane Appel, B.S.
Eileen Apter
Charles Boalo
Sally Brunson, B.A.
James Burke, B.S.
Jacqueline Hutchings
Dorothy Dobrinski
Philagonas Keberly
Patricia Kuehn, B.A.
Anne McAuley
Carol Miller, B.A.
Phyllis Price
George Schreiber
Helen Venable, B.A.
Linda Williamson, B.A.
Sharon Wolfe

Child Care Workers

Susan Aach, M.A.
Barbara Bajkowski, A.A.
Gary Baughman, B.A.
David Boehm
Pamela Cotton, B.S.
Russell Dobish, B.S.
Joseph Egyud, B.S.
Ellen Frauenheim, A.A.
Dorothea Gleason, B.S.
Claire Hagan, A.A.
William Kegg, M.S.Ed.
Richard Kelly
Michael Pini, B.A.
Elizabeth Roberson
Diana Roebuck, M.S. Ed.
Margie Romero, A.S.
Peggy Ross, A.A.
Diana Saunders, B.A.
Mary Steel, B.S.
Eileen Stutman, M.Ed.
Mark Thimons
Michele Ventura, B.S.W.
Mary Ann Weber, B.A.

Mobility Aides

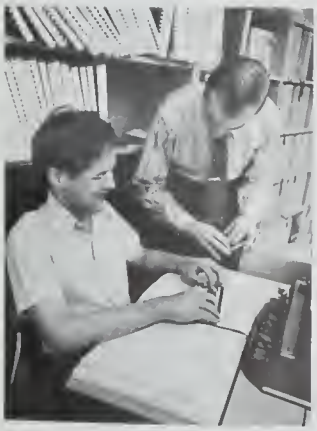
RheNell Berreckman, B.A.
Carol Hertz
Marie Paolicelli, A.A

Houseparents

Barbara Becker, B.A.
David Bruce Becker, M.A
Martha Collier
Matilda Erath
William Erath
Julia Finney
Margaret Grippaldi
Eve Johnson
William Kegg, M.S.Ed
Edna McFadden
Mary Morgan
William Morgan
Violet Nicholson
Dennis Pearson
Sevilla Wallace
Charles Wallace

Recreation

Charles Boalo, *Recreation Director*



Charles L. Taylor Library

Samuel J. DePiero, M.L.S., *Librarian*
Gladys Schnick, *Clerk*

Health Services

Richard W Moriarty, M.D.
Physician
David A. Hiles, M.D.
Ophthalmologist
William H. Marchl, M.D.
Psychiatrist
Donald L. Levine, D.M.D.
Dental Surgeon
Haskell Hollander, M.S.W.
Psychiatric Social Worker
Mary Kuhns, R.N
Upper School Nurse
Annetta Y. Tanious, R.N.
Upper School Assistant Nurse
Anne Useller, L.P.N., *Early Education Building Nurse*
Anna L. Woody, L.P.N., *Early Education Building Nurse*

Buildings And Grounds

Eugene M. Kimmick, *Supervisor of Buildings and Grounds*
William E. Hoover, A.I.A., *Architect Consultant*

Household Affairs

Mario Stoffiere, *Food Manager*
Martha Selchan, *Executive Housekeeper*
Harriet Mroczka, *Linen Supervisor*

Office Staff

Virginia S. Kloss, B.A., *Purchasing Agent and Business Officer*
Patricia M. Williamson, B.A., *Secretary to the Superintendent and Assistant Superintendent*
Maureen Welsh, *Secretary to the Associate Administrator*
Mary Hughes, *Secretary to the Educational Director of the Upper School*
Anita Auten, A.S., *Secretary to the Educational Director of the Early Education Building*
Richard Felser, *Accountant*
Kathryn Jeffers, *Receptionist*
James E. Davis, *Evening Receptionist*

Public Relations

Darlene Maier, B.A., *Public Relations Director*
Dolores Falkowski, B.A., *Assistant Public Relations Director*

Bequests

Louis I. Aaron
Abraham Adelman
Irma N. Agnew
Grace R. Alster
Rose C. McHugh Anderson
Charles Arbuthnot
Mary E. Armstrong
Joseph A. Aronson
Emma L. Arthurs
William T. Aurentz
Fannie Rees Ayres
Morris Baer
Utilles Baird
May Bayard
Susan Bayard
William G. Bechman
Thompson Bell
J. D. Bernd
Robert N. Bethell
Julius S. Bickert
Emma W. Bihler
Mary M. Bindley
Myra J. Binsley
Susanna Bischel
Elsie K. Bloom
R. H. Boggs
Conrad H. Bokerman
George P. Bollman
Henry W. Borntraeger
Louis Bowers
Dean A. Boyd
Callie A. Bragdon
Elizabeth J. Brandon
Mary E. Bridges
Emma Dale Harrison Broadhurst
Anna Cloyde Brooks
Charles A. Brooks
Shirley Budke
Henry Buhl
Emma V. Bulger
Emma M. Campbell
Julia Carson
Rose A. Choffin
Marie E. Clark
Ella May Clarke
Helen Clarke
Carrie Cohen
Charlotte Collison
Katherine Hunter Conroy
Sara J. Craig
Bessie R. Dawson
Harvey Deaktor
Lora M. Deane
Harry D. Delow
Alexander Dempster
A. J. DeRoy
Alice Devey
Sarah T. Dewsnapp
Susanna Diffenbacher
Jessie J. Domka
J. J. Donnell
Ruth E. Donnells
Paul H. Drees
Lois A. Duer
Elsie G. Duga
Louis E. Duncan
Mary Elizabeth Earl
Eliza T. Edwards
June Y. Enelow
Leonard Enelow
Harry N. Englert
Arthur Evans
Olive L. Evans
Frances A. Faloon
Rachel Farrington
Mary Wrenshall Fauset
Charles B. Finegan
J. B. Finley
Robert W. Flennicken
Alice M. Flick
Gertrude Forster
Curtis S. Foster
Fay Foster
Emanuel Frederick
Harry W. Freye
Jacob Fry
Jessie M. Galbraith
Minnie B. Gerst
Flora M. Gilbert
J. Laird Gillespie
Fannie I. Glass
Alice Morgan Graff
Albert B. Graver
Clara E. Graver
R. D. Gray
Sadie Grekin
Charles E. Gundy
Stella H. Guthrie
Anne Halpin
George V. Hamilton
Edith H. Harper
Eliza Davitt Hartley
Minnie B. Hayden
Robert E. Hayes
Charles Hays
R. M. Head
Gertrude B. Heard
James D. Heard
Annie May Hegeman
Oliver S. Hershman
H. W. Hespenheide
Margaret Heyl
Anna A. Hicks
Lewis W. Hicks
Wenman A. Hicks
William W. Hicks
Dorothea Van Buren Hoehl
Jane Holmes
Nathaniel Holmes
Charles E. Hoting
Mary E. Hoting
Evelyn H. Housley
Mary A. Howe
Helen M. Hurst
Annie A. Ingram
Grace I. Irwin
Albert Isay
Fleda F. Iversen
John Jablonsky
Gertrude Jenny
Fern MacLure Jobe
Agnes M. Johnston
Olive B. Kalar
Rachel Katzenmeyer
Elizabeth H. Keating
Annie Given Kerr
Fannie M. King
Willis L. King
Francis H. Kirker
Arthur A. Kridel
Edith G. Krueger
George W. Kummer
Florence Barrett Ladd
Ethel LaSalle
Henry A. Laughlin
John M. Lee
Elizabeth LeGoullon
Myra Love Lermann
Bess McC. Lessenberry
Harold J. Lewis
Laura E. Linke
Howard Logan
Albert M. Long
Annie W. Mahood
Emile Majerus
Ida Mann
Julia Marks
S. S. Marvin
Martha Lockhart Mason
Hugh McAfee
Emma M. McCall
Aileen McCullough
Edmund McElwain
Kate G. McFadyen
Jennie King Mellon
Louis A. Mertz
Celia Mervis
Elizabeth K. Metzger
Ella B. Miller
Torrence Miller
Ernestine T. Moenius
Edna Gray Moore
Thomas B. Moreland
Edith B. Morse
Nellie A. Myers
Mary F. Nelson
John Nesuta
Rose Neuman
Emma Nickel
Joseph K. Nicklin
Ida J. Niemann
Howard A. Noble
J. Henry O'Neill
M. Oppenheimer
Christopher L. Painter
Jacob Painter, Jr.
Alex Patterson
Jacob W. Paul
Margaret S. Paul
John P. Penny
George Pfeil
Charles J. Phillips
Karl A. Pillow
H. Kirke Porter
John Porterfield
Amelia C. Proft
John R. Ranson
Hilda S. Reiland
Mary E. Rieck
Mathilda A. Riegler
Martha J. Robinson
Charles J. Rosenbloom
Frank C. Sauer
Millie E. Schafer
William E. Schafer
Mary E. Schenley
Fred Schiller
Lucy Ames Schmitz
James M. Schoonmaker
Rebekah C. Schoonmaker
Simon Schreiber
Charles E. Schuetz
Charles H. Schultz
Paul H. Schweizer
John B. Scott
Issac Seder
Samuel Lloyd Shank
Hyman Shear
Lena Sievwright
Luella M. Simonton
Pearl I. Simpson
Edwin A. Smith
Mrs. Georgie C. Sneathen
H. C. Snyder
Amelia Solomon
Charles Spang
Norman Spang
George J. Stanley
Martha S. Stanley
Wilmer T. Starkey
William Steele
Ruth Steward
Christina F. Steibel
Mary A. Stenger
Marie M. Stockdale
Helen M. Stolzenbach
Emily Stoops
Bertha E. Succop
Olive E. Swank
Charles L. Taylor
William Thaw
Vesta A. Thomas
Marie N. Thompson
Ella D. Vaughan
Elizabeth M. Vogeley
Wilhelmina Wager
Corrine Wahr
Effie Walker
Mary Wellington
Elizabeth C. Whitehall
Frederick E. Wiley
Cora Hubbard Williams
Joseph Williams
Herman Windt
Anna C. Wise
Mary Bertha Wolf
Laura Yorst
Margaret Young
Martha Young
Hattie Zeigler
Howard G. Ziegler
Agnes Zinkand

MAIN LAFRENTZ & CO.
CERTIFIED PUBLIC ACCOUNTANTS

OFFICES OR ASSOCIATED FIRMS
U. S. A., CANADA, MEXICO, SOUTH AMERICA
GREAT BRITAIN, EUROPE, MIDDLE EAST
AUSTRALIA, AFRICA

FOUR GATEWAY CENTER
PITTSBURGH, PA. 15222
412 281 8001

The Board of Directors
Western Pennsylvania School
for Blind Children

We have examined the balance sheet of Western Pennsylvania School for Blind Children as of June 30, 1974 and the related statements of income and expense and other changes, School Operating Fund and General Purpose Fund, and changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, such financial statements present fairly the financial position of Western Pennsylvania School for Blind Children at June 30, 1974 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year except for the method of reporting unrestricted bequests and contributions and their designated use described in the "Summary of accounting policies" note to the financial statements.

Main Lafrentz & Co.

Pittsburgh, Pennsylvania
August 16, 1974

Western Pennsylvania School for Blind Children

Balance Sheet
June 30, 1974 and 1973

ASSETS	1974	1973
School Operating Fund		
Cash	$ 281 716	$ 114.726
Accounts receivable		
Commonwealth of Pennsylvania, education and maintenance	308.737	277.676
Miscellaneous	1.950	8.155
	310.687	285.831
Due from Specific Purpose Funds		10.588
	592.403	411.145
General Purpose Fund		
Cash	79.484	74.173
Short term securities, at cost which approximates market	675.000	825.000
Accounts receivable	2.430	2.113
Prepaid expenses	4.445	4.495
Advances to School Operating Fund	324.237	225.924
	1.085.596	1.131.705
Specific Purpose Funds		
Cash	$ 18.482	$ 15.760
Accounts receivable	1.269	1.234
Due from General Purpose Fund	212.906	300.374
Due from Endowment Fund		48.162
	232.657	365.530
Endowment Fund		
Investments		
Bonds (market value $1.525.054 and $1.685.623)	1.834 395	1.844.793
Stocks (market value $4.022.891 and $4.872.616)	3.921.027	3.750.820
Mortgage participation	851	974
Common Trust Funds – Pittsburgh National Bank (market value $10.869 and $12.481)	13.639	13.639
Real estate (net of depreciation)	177.758	194.746
Miscellaneous	6	6
Uninvested principal cash	12.406	6.885
	5.960.082	5.811.863
Due from General Purpose Fund	103.496	35.422
	6.063.578	5.847.285
Plant Fund		
Cash	70.765	19.640
Short-term securities, at cost which approximates market		275.000
Due from General Purpose Fund	91.343	11.223
Due from Endowment Fund	1 125.000	1.000.000
Construction in progress	467.067	5.360
Property, plant, and equipment		
Land	150.000	150.000
Plant and equipment	3.493.550	3.488.324
Accumulated depreciation	2.030.654	1.935.444
	1.462.896	1.552.880
Library	35.000	35.000
	1.647.896	1.737.880
Equipment, title held by others, net of depreciation	97.492	24.452
	3.499.563	3.073.555
	$11.473.797	$10.829.220

Includes interfund accounts aggregating $1.856.982 at June 30, 1974 and $1.631. 693 at June 30, 1973.

LIABILITIES AND FUND BALANCES

	1974	1973
School Operating Fund		
Accounts payable	$ 20,521	$ 13,169
Accrued payroll and expenses and payroll deductions	247,645	172,052
Advances from General Purpose Fund	324,237	225,924
	592,403	411,145
General Purpose Fund		
Accounts payable	268	531
Due to Specific Purpose Funds	212,906	300,374
Due to Endowment Fund	103,496	35,422
Due to Plant Fund	91,343	11,223
Fund balance	677,583	784,155
	1,085,596	1,131,705
Specific Purpose Funds		
Accounts payable	18,756	172
Due to School Operating Fund		10,588
Fund balances		
Students' Fund	6,620	6,857
Charles L. Taylor Printing Shop and Library Fund	12,911	11,632
Long Range Planning Fund	17,438	17,438
Other special purpose funds and contributions	176,932	318,843
	213,901	354,770
	232,657	365,530
Endowment Fund		
Due to Specific Purpose Funds		48,162
Due to Plant Fund	1,125,000	1,000,000
Fund balance		
Restricted	45,951	45,951
Unrestricted	4,892,627	4,753,172
	4,938,578	4,799,123
	6,063,578	5,847,285
Plant Fund		
Accounts payable	137,832	
Equity of others in equipment	97,492	24,452
Fund balance		
Construction Fund	516,343	311,223
Plant Replacement Fund	1,100,000	1,000,000
Plant Fund	1,647,896	1,737,880
	3,264,239	3,049,103
	3,499,563	3,073,555
	$11,473,797	$10,829,220

These financial statements and accompanying notes are subject to the accountants' opinion

Western Pennsylvania School for Blind Children

Statement of Income and Expense and Other Changes, School Operating Fund

Years Ended June 30, 1974 and 1973

	1974	1973
Income		
State appropriation	$ 888,189	$ 983,499
Project for Visually Limited, Multiple Handicapped Children	40,075	42,375
Contributions, textbooks and instructional supplies	12,622	12,988
Mobility program	34,755	27,895
Educational Project for Deaf Blind Children	34,775	24,805
Miscellaneous	1,546	8,582
	1,011,962	1,100,144
Expense		
Administration	128,215	113,791
Instructional	604,887	530,597
Care of students	114,932	116,875
Operation of plant	239,799	250,342
Fixed charges	207,804	191,917
Food services	179,193	166,516
Student body activities	3,444	7,794
Equipment replacements	9,231	10,987
Optacon equipment	75,960	—
	1,563,465	1,388,819
Add Transfer from General Purpose Fund	551,503	288,675
Change in fund balance	$ 0	$ 0

These financial statements and accompanying notes are subject to the accountants' opinion.

Notes to Financial Statements

Summary of Accounting Policies

Investments – Investments are carried at cost or, in the case of securities received by bequest or contribution, at market or estimated values at dates of acquisition, less bond premiums amortized

Property, plant, and equipment – Property, plant, and equipment are shown at appraised values as of August 31, 1926, less depreciation from average date of installation; subsequently recorded additions are shown at cost, less depreciation from the first of the year following date of acquisition Depreciation is computed using the straight-line method The book value of the library represents the estimated investment in school and reference books. All assets are depreciated in the Plant Fund ($98,981) but depreciation on only land improvements, buildings, building improvements, and the sprinkler system ($76,017) is charged as an operating cost with an adjustment for such depreciation in the General Purpose Fund

Equipment, title held by others – During the 1966-68 school years, the school received federal funds from the Commonwealth of Pennsylvania which were to be used for the purchase of equipment under the Elementary and Secondary Education Act of 1965/Title I The title to this property remains in the name of the state agency until the termination of its useful life. The carrying value of this equipment ($21,532) is to be reduced in the Plant Fund by a depreciation charge of 6-2/3% per year for an estimated life of 15 years

During the 1972-74 school years, the school received funds from the Richard King Mellon Foundation to be used for the purchase of Optacons, experimental print-reading devices for the blind, and related accessories. In accordance with an agreement with the foundation, these devices are to be utilized by the school and may be sold to blind students at a nominal charge. If sponsorship of the Optacon program is discontinued, the equipment will be either returned to the foundation or transferred to another agency. Depreciation will not be charged for this equipment. The carrying value at June 30, 1974 is $75,960.

Inventories and accrued income from investments – In accordance with the practice of the school, inventories and accrual of income from investments have not been set up on the records. The amounts involved are not material.

Bequests and contributions – All bequests and contributions not restricted by the donor are reported as income of the General Purpose Fund. Designations of these bequests and contributions by the Board of Directors are reported as transfers from the General Purpose Fund to the fund so designated This represents a change in reporting in order to conform statements with current accounting methods recommended by the American Institute of Certified Public Accountants.

Construction in Progress

In fiscal year 1972, the Board of Directors approved a third floor addition to the Early Education Building. As of June 30, 1974, cost estimates are approximately $681,000; funds received for this project total $516,343 and funds pledged total $75,000. Receipts consist of contributions totaling $387,735, interest earned on short-term investments of $31,072, transfer of memorial fund balance of $72,536; and transfer of a specific bequest from the Endowment Fund of $25,000. Expenditures as of June 30, 1974 total $467,067. Construction is scheduled to be completed during fiscal year 1975.

Western Pennsylvania School for Blind Children

Statement of Income and Expense and Other Changes, General Purpose Fund

Years Ended June 30, 1974 and 1973

	1974	1973
Income		
Bequests	$ 172,175	$ 411,028
Contributions	158,077	200,776
Dividends on stocks	90,197	89,438
Interest on bonds, notes, and mortgages	111,521	98,221
Interest on temporary investments	70,339	29,317
Real estate	17,850	16,080
Estates earnings prior to distribution	200	—
Income from endowments held by others	29,980	29,094
Other special purpose funds used for operating expenses	112,536	23,698
Miscellaneous	108	101
	762,983	897,753
Expense		
Agents' commission and expense	10,912	10,028
Amortization of bond premium	540	1,441
Real estate	32,794	25,967
Fund raising activities	28,668	36,963
Professional services	—	5,245
Miscellaneous	121	844
	73,035	80,488
Transfers, additions (deductions)		
Depreciation charged to school operations	76,017	75,716
Plant Replacement Fund	(100,000)	(100,000)
Absorption of School Operating Fund deficit	(551,503)	(288,675)
Bequests and contributions designated by the Board of Directors		
Unrestricted Endowment Fund	(212,696)	(476,469)
Other special purpose funds, memorial fund	(8,338)	(8,127)
	(796,520)	(797,555)
Increase (decrease) in fund balance	$(106,572)	$ 19,710

These financial statements and accompanying notes are subject to the accountants' opinion.

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances Year Ended June 30, 1974

	School Operating Fund	General Purpose Fund	Special Purpose Funds: Students Fund	Special Purpose Funds: Charles L. Taylor Printing Shop and Library Fund	Special Purpose Funds: Long Range Planning Fund
Additions					
Income	$1,011,962	$762,983			
Restricted contributions					
Restricted income from special purpose trust funds				$ 1,363	
Deposits for student activities			$2,475		
Interest on temporary investments					
Miscellaneous receipts					
	1,011,962	762,983	2,475	1,363	
Deductions					
Expense	1,563,465	73,035			
Funds used for purchase of Optacons maintained by others					
Funds used for purchase of Optacon equipment maintained by the school					
Funds used for designated operating expenses				84	
Payments for student activities			2,712		
Loss on sale of investments (net)					
Loss on disposal of equipment					
Depreciation of furniture and fixtures, machinery and equipment, and vehicles					
	1,563,465	73,035	2,712	84	
Transfers, additions (deductions)					
Absorption of School Operating Fund deficit	551,503	(551,503)			
Bequests and contributions designated by the Board of Directors		(221,034)			
Plant Replacement Fund		(100,000)			
Depreciation of land improvements, buildings, building improvements, and sprinkler system		76,017			
Fixed assets acquired					
Construction Fund for third floor addition to Early Education Building					
	551,503	(796,520)			
Increase (decrease) in fund balance	$ 0	(106,572)	(237)	1,279	
Balance July 1, 1973		784,155	6,857	11,632	$17,438
Balance June 30, 1974		$677,583	$6,620	$12,911	$17,438

These financial statements and accompanying notes are subject to the accountants' opinion.

Other special purpose funds and contributions	Endowment Fund Restricted	Endowment Fund Unrestricted	Construction, Plant Replacement, and Plant Funds
$ 71,428			$ 78,782
11,026			
			19,850
3,338			
85,792			98,632
38,500			
75,960			
27,261			
3,601			
		$ 48,241	
			234
			22,964
145,322		48,241	23,198
8,338		212,696	
			100,000
			(76,017)
(9,231)			9,231
(81,488)		(25,000)	106,488
(82,381)		187,696	139,702
(141,911)		139,455	215,136
318,843	$45,951	4,753,172	3,049,103
$176,932	$45,951	$4,892,627	$3,264,239

In 1891, Mrs. Mary E. Schenely generously donated the 5· acre site on which the Western Pennsylvania School for Blind Children is located

General Information

The Western Pennsylvania School for Blind Children provides room, board and educational facilities without charge to all legally blind children from thirty-three counties in western Pennsylvania. Most visually handicapped youngsters are admitted at the age of five when they enter a two-year nursery/kindergarten program. In the case of the multiply handicapped child, earlier admission is advisable. Children are admitted up through the age of twenty-one without regard to race or religion. Located in the heart of Oakland, Pittsburgh's cultural, hospital university center, the school has seven buildings on its 5½ acre campus. One of these buildings houses the Lower School, consisting of preschool through third grade, so that activities can be individualized and the problems of orientation, feeding, dressing and group play may be given particular attention.

The serious study of braille is introduced in first grade and is continued through the secondary program as the basic medium of instruction. However, children with sufficient residual vision to utilize large type receive their instruction through large type textbooks. The school's educational program meets the State's requirements and its high school credits are accepted by colleges and universities throughout the c

In addition to the administrative officers and teaching staff, the school provides the services of an ophthalmologist, a medical doctor, a psychiatrist, physical therapists, audiologists, a speech pathologist, a dentist, four registered nurses, a recreation director, several psychologists and a vocational guidance counselor. Because of the school's excellent location—in one of the largest university-hospital complexes in the United States—the school can make arrangements for additional paramedical services as needed.

Founded in 1887, the school is a nonprofit corporation, approved for tax-exempt status by the Internal Revenue Service. Independently owned and operated, the school derives its funds from the income of limited endowments, partial State support and the vitally necessary contributions from individuals and groups.

Visitors are welcome to tour the school. To arrange such a tour, write or call the office of Public Relations, 621-0100.

Bequest Form

For those who wish to make bequests to the school, we suggest the following form:

"I give, devise and bequeath unto the Western Pennsylvania School for Blind Children, located in Pittsburgh, Pennsylvania, the sum of $ to be used as may

not go through one's estate. The Western Pennsylvania School for Blind Children could be named as a beneficiary under an insurance policy or the policy could be absolutely assigned to the school, as might be desired. For further information on this subject, we refer you to your insurance counselor.

Memorial Fund

In recent years the custom of sending flowers to mark bereavement has given way to that of honoring the deceased through a memorial gift to a favorite charity.

The School for Blind Children has been the recipient of a number of such gifts. However, we have learned that many people who would have liked to make a memorial contribution have not done so because they were unsure of the procedure. For the convenience of those who wish to express their sympathy by such means, we have designed a card which tells the bereaved family, simply and with good taste, that a gift has been made to the school in memory of the deceased.

We are enclosing a business reply envelope for those of you who may wish to make a contribution in memory of a beloved or in honor of a special occasion. There is a five dollar minimum for such gifts.

We can think of no higher tribute

Design: Lester A Fried
Photography: Lester A Fried
Chuck Martin
Jim Burke